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ABSTRACT

The purpose of this guide is to assist clothing construction and design instructors in the State of Truk, Federated States of Micronesia, in planning instructional programs for secondary school students. Specifically, it is designed to: (1) provide uniformity and direction for all vocational clothing programs in the State of Truk; (2) provide guidelines for all clothing programs at the secondary school level; (3) establish attainable objectives of student progress through an accountable program; (4) allow flexibility according to students' needs and abilities; and (5) provide direction for inservice as well as preservice teachers in all secondary schools. The guide provides the rationale, content description, goals, and objectives to each level (9th through 12th grade); the specific performance objectives and recommended aids and teaching methods; and instructional resources. A bibliography of 13 sources is found on the last page. (NLL)

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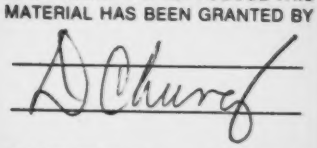

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CURRICULUM GUIDE

CLOTHING CONSTRUCTION AND DESIGN
Secondary Schools

This activity was supported by a grant from the State of Truk Government and executed by the College of Education, University of Hawaii at Manoa. However, opinions expressed herein do not necessarily reflect the position or policy of the Truk State Government and the College of Education and therefore no official endorsement should be inferred.

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August 1989

FOREWARD

This guide was developed to assist the clothing construction and design instructor in planning instructional programs to prepare students for varying levels of entry-level skills with which they choose to leave the program. There are four levels to this program each of which is a prerequisite of the other and must be taken accordingly.

Clothing Construction and Design is one of the many programs which make up the vocational education in the State of Truk. These programs provide an alternative track for those students who prefer working with their hands to earn a living, and therefore were never intended, nor should they be treated as a dumping ground for remedial or potential drop out students. This however does not lessen the fact that all vocational students need strong basic skills in order to be successful in their chosen field.

The guide provides the rationale, content description, goals and objectives of each level; the specific performance objectives and recommended aids and teaching methods; and instructional resources. It is hoped that this information will enable each instructor to better prepare their lesson plans and delivery methods.

Constructive comments and recommendations will be greatly appreciated. This should be forwarded to either the Truk State Supervisor for Vocational Education, the Truk State Home Economics Specialist or the University of Hawaii's College of Education.

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INTRODUCTION

Fed by the twin forces of population increase and the decline of United States Federal dollars the development of the garment industry in the Federated States of Micronesia and especially the State of Truk is inevitable. Today the need in the State of Truk is for the development of an industrial base which can make use of Truk's abundant supply of labor. The workers have thus far been exported to Guam and the Commonwealth of the Northern Marianas to supply the needs of the growing garment industry, when in fact, these industries may be developed locally to benefit the greater population. The program of this nature will train the young men and women of Truk to qualify for jobs as a skilled laborer when these industries become a reality in Truk. Furthermore this program provides an avenue for young men and women to pursue their education at the post-secondary level.

The purpose of this curriculum guide is to ensure the following: 1) Provide uniformity and direction for all vocational clothing programs in the State of Truk. 2) Provide guidelines for all clothing programs at the secondary school level. 3) Establish attainable objectives of student progress through an accountable program. 4) Allow flexibility according to students needs and abilities. 5) Provide direction for in-service as well as pre-service teachers in all secondary schools.

This curriculum guide is a result of the dedication and persistence of the State Supervisor for Vocational Education, Mr. Masasinge Eis. The many years of frustration did not deter or stop him from lobbying for funding. The persistence paid off when the Truk Vocational Curriculum Development Project was finally funded and the contract signed on May 1988. On the opening day ceremony for the summer workshop on June 12, 1989, the then Acting State Director of Education, Mr. Kangichy Welle, aknowledged Mr. Eis's efforts by saying, "Masasinge is one of those few people who can really make things happen and all educational system personnel should emulate him." He truly deserves the honor.

Finally, this curriculum guide and all other curriculum guides are dedicated to the hard working teachers in the classrooms, without whom the teaching and learning cannot take place. It is hoped that the home economics teachers and especially those who teach clothing construction in Truk's secondary schools will find this product useful, for it is for their sake that many people have spent so many hours preparing this guide.

CLOTHING CONSTRUCTION AND DESIGN

9TH GRADE

A. COURSE TITLE:

CLOTHING CONSTRUCTION I

B. COURSE DESCRIPTION

As the first course to Clothing Construction and Design, Clothing Construction I, serves as an introduction to clothing as a career option and to provide an understanding of the socio-psychological influences affecting clothing bahavior which may help the student to improve his or her own appearance, gain confidence and strengthen interpersonal relationships. It covers the basic tools and processes of clothing construction.

C. GOAL

The goal of this course is to develop interest and introduce students to the field of clothing construction and design and the various career opportunities in this field.

D. COURSE OBJECTIVES

After completing this course the student will be able to:

1. Describe the role of clothing in people's lives.
2. Use and operate various hand tools and sewing machines.
3. Demonstrate basic sewing techniques
4. Demonstrate basic crochet techniques
5. Work under supervisory authority and in close cooperation with fellow students.
6. Describe the impact of societal values on clothing in their culture.

E. CURRICULUM OUTLINE

1.0 Introduction to Clothing

- 1.1. Clothing and People
- 1.2. Clothing and You
- 1.3. Fashion
- 1.4. Careers in Textiles and Clothing

2.0 Hand Equipment and Sewing Machine

- 2.1. Hand Equipment
- 2.2. Sewing Machine

3.0 Basic Sewing Techniques

- 3.1. Hand Stitching and Hems
- 3.2. Machine Stitching Techniques
- 3.3. Seams and Seam Finishes

4.0 Crochet (Aken)

- 4.1. Crochet Yarns and Threads
- 4.2. Crochet Hooks
- 4.3. Gauge
- 4.4. Crochet Instruction
- 4.5. Crochet Stitches
- 4.6. Pattern Stitches

1.0 Introduction to Clothing

Generalization: The choices people make in clothing are influenced by social, psychological and economic factors. Students learn how clothes they wear express themselves and create impressions for others.

INSTRUCTIONAL CONTENT	PERFORMANCE OBJECTIVES	INSTRUCTIONAL RESOURCES
1.1 Clothing and People	1.1 The student will be able to describe at least 75% of the total number of functions that clothing plays in the lives of people. 1.1.1... list the reasons people wear clothes. a. Modesty b. Protection c. Status d. Identification e. Decoration f. Others 1.1.2... discuss how people in different cultures consider modesty. 1.1.3... state how people in different times in history considered modesty with regard to clothing. 1.1.4... state three examples in which clothes are worn as protection.	Teen Guide; Chamberlain; 1984; pp. 268-269. Creative Living; TAE; 1984; p. 380. The McGraw-Hill Guide to Clothing; Faiola; 1982; pp. 71-77. Teacher supplement illustrations of clothing that show modesty, protection, status, identification, decoration and others.

	1.1.5... identify three examples of occupations that require special rules about dress.	
1.2 Clothing and You	1.2 The student will be able to name and discuss at least four factors that relate to what clothes say about a person. 1.2.1... discuss how clothing forms first impressions of a person. 1.2.2... demonstrate three situations in which clothes convey non-verbal signals. 1.2.3... list factors that determine choice of clothing for a particular situation. 1.2.4... discuss how clothes affect our self-concept and behavior. 1.2.5... describe how clothing choices are based on personal taste. 1.2.6... list factors that help determine our choices of clothing used for comfort. 1.2.7... describe how clothing choices are influenced by peer groups.	Teen Guide; Chamberlain; 1984; pp. 269-272. Creative Living; TAE; 1985; pp. 378-383. The McGraw-Hill Guide to Clothing; Faiola; 1982; pp. 9-15. Teacher supplement illustration of clothing choices for various situations.
1.3 Fashions	1.3 The student will be able to explain the various meanings of fashion.	Teen Guide; Chamberlain; 1984; pp. 273-278.

	1.3.1... differentiate between a fashion and a style and give examples of clothes that people wear today. 1.3.2... differentiate a classic and a fad, and give examples of both. 1.3.3... explain what are fashion cycles.	Creative Living; TAE; 1985; pp. 390-394. The McGraw-Hill Guide to Clothing; Faiola; 1982; pp. 64-70. Teacher supplement illustration that explain today's fashions, high fashions, classics, and fads in male and female school clothes.
1.4 History and Development of the Costumes of Truk.	1.4 The student will be able to explain the history and development of the national costumes of Truk. 1.4.1... name and define the components of the national costumes of Truk. 1.4.2... describe the manner and custom in which the national costumes are to be worn. 1.4.3... describe ways in which the national costumes of Truk are influenced by modern fashions.	Filmstrip: Focus on Fashion: Past and Future; McCalls Educational Materials.
1.5 Careers in Textiles and Clothing	1.5 The students will be able to name and describe careers in Textiles and Clothing. 1.5.1... list and describe the five major areas in the apparel	The McGraw-Hill Guide to Clothing; Faiola; 1982; pp. 188-239. Creative Living; TAE; 1985; pp. 461-466.

	industry. 1.5.2... name and state the academic requirements needed for a job in each of the following major areas. a. Research and Development (1) Textile Chemist (2) Textile Tester (3) Research Chemist (4) Industrial Engineer b. Design and Manufacturing (1) Designer (2) Pattern Maker (3) Production Manager (4) Cutter (5) Sewing Machine Operators (6) Quality Control Inspector c. Merchandising (1) Buyer (2) Department Manager (3) Fashion Coordinator (4) Display Artist (5) Salesperson (6) Stock Clerk d. Communications and Promotion	Teen Guide; Chamberlain; 1984; pp. 360-365. Filmstrip: Careers in Fashion Design and Manufacturing; Nasco. Filmstrip: Careers in Fashion Merchandising and Promotion; Nasco. Teacher supplement instruction with guest speakers from the various industries, and visits to a manufacturer, store, dress shop, etc.

(1) Journalist
(2) Fashion Writer
(3) Advertising

e. Special Industries

(1) Tailor
(2) Dry Cleaner
(3) Modeling Industry
(4) Beauty Industry
(5) Jewelry Industry

2.0 Hand Equipment and Sewing Machine Instruction

Generalization: Selection of the correct hand tools for each specific sewing task, and knowledge to use it are essential factors in producing a garment that fits and wears well. Proper use and care of the sewing machine increases efficiency and gives more professional results.

INSTRUCTIONAL CONTENT	PERFORMANCE OBJECTIVES	INSTRUCTIONAL RESOURCES
2.1 Hand Equipment	2.1 The student will be able to select the proper hand equipment for particular sewing task, to the teacher's specification. 2.1.1...describe uses for the following equipment. a. Hand Sewing equipment (1) Needles (a) sharps (b) ballpoint (c) crewel (2) Pins (a) silk (b) straight (c) ballpoint (3) Thimble (4) Wrist pin cushion (5) Needle threader	Teen Guide; Chamberlain; 1984; pp. 324-329. Singer-Sewing Essentials; 1984; pp. 16-21. Creative Living; 1985; pp. 421-426. The McGraw-Hill Guide to Clothing; Faiola; 1982; pp. 253-259.

(6) Beeswax with holder
(7) Thread

b. Marking Tools

(1) Tracing wheel
(2) Tracing board
(3) Dressmaker's tracing paper
(4) Tailor's chalk or marking pencil
(5) Liquid marking pencils (evaporating and water)

c. Measuring Tools

(1) Tape measure
(2) Yardstick or meter stick
(3) See-through ruler (2" x 18" grid)
(4) L square ruler
(5) Seam gauge
(6) French curve or fashion curve

d. Cutting Tools

(1) Bent-handled dressmaker's shears
(2) Sewing scissors
(3) Seam ripper

(4) Thread clipper
(5) Pinking shears or scalloping shears
(6) Rotary cutter
(7) Cutting board

e. Pressing Tools

(1) Stream/spray iron

(a) distilled water
(b) iron cleaner
(c) measuring cup

(2) Iron board and cover
(3) Tailor's ham or pressing mitt
(4) Press cloth
(5) Sleeve board
(6) Seam roll
(7) Point presser/clapper
(8) needle board
(9) Fabric finish and spray starch
(10) Hand streamer

f. Fitting Tools

(1) Full length mirror
(2) Skirt marker
(3) Dressing screens

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	g. Construction Tools (1) Loop turner (2) Bodkin (3) Point turner/awl (4) Liquid ravel preventer h. Drafting Materials (1) Drafting paper (underline craft paper) (2) Tag paper for hard patterns (3) Paper racks (4) Weights (5) Transparent tape (6) Dress forms (7) Paper Shears	
2.2 Sewing Machine	2.2 The student will be able to properly operate the sewing machine. 2.2.1... describe the functions of the basic parts of a sewing machine. a. Basic Parts of the Machine (1) Head (2) Hand wheel or balance wheel (3) Bobbin (4) Bobbin Case	Teen Guide; Chamberlain; 1984; pp. 320-325. Singer-Sewing Essentials; 1984; pp. 10-15, p. 63. Creative Living; 1985; pp. 420-425. The McGraw-Hill Guide to Clothing; Faiola, 1982; pp. 242-253. It's so Sew Easy; Bancroft;

(5) Slide Plate
(6) Spool Pin
(7) Thread Guides
(8) Needle
(9) Presser Foot
(10) Throat Plate
(11) Feed or feed dog
(12) Stitch regulator
(13) Take-up lever
(14) Tension regulator
(15) Bobbin winder

2.2.2... demonstrate the proper threading of a sewing machine.

2.2.3... use the following procedures for sewing a proper seam

a. Positioning
b. Using of guidelines
c. Pinning seam
d. Securing seam ends

(1) Back stitch
(2) Tying thread ends
(3) Over stitch

e. Pressing seam

2.2.4... sew straight, corners and curves.

2.2.5... adjust tension, pressure and stitch length; and sew seams with balanced stitches for

1970; pp. 35-44.

Starting to Sew; Nasco; 1989 Filmstrip.

Demonstrations:

a. Hand equipment
b. Sewing machine

Activities:

a. Stitching exercises
b. Making a perfect seam exercises
c. Sewing projects

Projects Suggestions:

a. Patchwork: baby blanket
b. Stuffed animal
c. Wind Sock
d. Poncho
e. Canvas bag
f. Book bag

	fabrics of different weights. 2.2.6... choose proper machine needles and threads for various types of fabrics. 2.2.7... find solutions to common machine problems. 2.2.8... demonstrate proper safety precautions in using a sewing machine. 2.2.9... demonstrate proper care of a sewing machine.

3.0 Basic Sewing Techniques

Generalization: The techniques used in sewing should be suited to the materials used and the intended use of the article.

INSTRUCTIONAL CONTENT	PERFORMANCE OBJECTIVES	INSTRUCTIONAL RESOURCES
3.1 Hand Stitching and Hems	3.1 The student will be able to use proper hand stitching and hemming. 3.1.1... baste, tack and hem correctly. 3.1.2... demonstrate the following hand stitches: a. Running stitch b. Back stitch c. Prick stitch d. Overcast stitch 3.1.3... demonstrate the following hand hemming stitches: a. Slip stitch b. Catch stitch c. Blind stitch	Creative Living; TAE; 1985; p.444. Sewing Essentials; Singer; 1984; pp. 56-57. Complete Guide to Sewing; Readers Digest; 1976; pp. 122-136, 291-292. Vogue Sewing; 1980; pp. 197-203.
3.2 Machine Stitching Techniques	3.2 The student will be able to use proper sewing techniques, given instructions from unit 2.2. 3.2.1... use the following machine stitches properly.	Teen Guide; Chamberlain; 1984; pp. 339-340 Creative Living; TAE; 1985; pp. 434-440.

	a. Stay stitching b. Directional stitching c. Baste stitching d. Continuous stitching e. Reinforcement stitch	Sewing Essentials; Singer; 1984; pp. 58-61. It's So Sew Easy; Bancroft; 1970; pp. 45-48.
3.3 Seams and seam finishes	3.3 The student will be able to properly sew a perfect machine seam, given instructions from unit 2.2.	Teen Guide; Chamberlain; 1984; p. 342-343.
	3.3.1... demonstrate the following seams: a. Single top stitched seam b. Double top stitched seam c. Welt seam d. Flat fell seam e. French seam	The McGraw-Hill Guide to Clothing; Faiola; 1982; pp. 334-336. Sewing Essentials; Singer; 1984; pp. 64-72.
	3.3.2... demonstrate the following seam finishes: a. Pinked or scalloped b. Edge stitched c. Stitched and pinked d. Clean finish e. Zigzagged f. Salvaged	
	3.3.3... demonstrate the following machine hems: a. Blind hemming by machine b. Narrow machine stitched hem	The McGraw-Hill Guide to Clothing; Faiola; 1982; pp. 312-315. Complete Guide to Sewing;

	c. Top stitched hem d. Narrow topstitched hem for knits e. Seam binding f. Roll hem	Reader's Digest; 1976; p. 294. Sewing Essentials; Singer; 1984; pp. 104-106.
	3.3.4... use the following procedure for turning up a hem. a. Mark hem edge b. Measure and mark hem width c. Trim d. Fold hem e. Baste fold and press f. Hem	
	3.3.5... demonstrate the following casings. a. Fold down casing b. Applied casing c. Casing with heading	Sewing Essentials; Singer; 1984; pp. 86-87. Complete Guide to Sewing; Reader's Digest; 1976; pp. 234-237.
	3.3.6... use the following procedure for sewing basic gathers. a. Mark off distribution of gathers b. Sew gathering stitches c. Pull bobbin thread to gather d. Pin gathers in place e. Stitch	Vogue Sewing; 1980; pp. 255-256. The McGraw-Hill Guide to Clothing; Faiola; 1982; pp. 301-303. Sewing Essentials; Singer; 1984; pp. 86-87.
	3.3.7... demonstrate cutting true bias for bindings.	Complete Guide to Sewing;

3.3.8... demonstrate the applications of the following bias binding. a. Bias binding (1) Machine finish (2) Hand finish b. French binding c. Bias facing d. Bias bound seams and hems	Reader's Digest; 1976; pp. 178-190. Vogue Sewing; 1980; pp. 227-231. Demonstrations and Samples. a. Hand stitching b. Hand hems c. Machine stitching d. Seams e. Machine hems f. Casings g. Gathers h. Bias Binding Student Activities. a. Sample stitches notebook b. Unit projects and garments Project Suggestions. a. Sun visor and caps b. Drawstring bags c. Pillow with ruffles d. Apron e. Half slip f. Articles with binding 1. Pot holder and mitts 2. Place mats 3. Appliance covers

4.0 Crochet (Aken)

Generalization: Crocheting is needle work done with a long hook by drawing thread through one or many loops.

INSTRUCTIONAL CONTENT	PERFORMANCE OBJECTIVES	INSTRUCTIONAL RESOURCES
4.1 Crochet Yarns and threads	4.1 The student will be able to choose proper crochet thread and colors to be used for specific patterns.	Complete Guide to Needlework; Reader's Digest; 1979; pp. 357-402.
4.2 Crochet Hooks	4.2 The student will be able to select proper hook size for desired gauge.	Teacher supplement instructions with samples of crochet in various hook and yarn weight combinations.
4.3 Gauge	4.3 The student will be able to use gauge properly (the number of stitches and number of rolls equivalent to one inch). 4.3.1... adjust hook size to gauge.	Student Activities: a. Samples of various shapes in crochet b. Articles in crochet
4.4 Crochet Instruction	4.4 The student will be able to describe the following abbreviations most commonly used and how they are applied in crocheting. a. beg - Begin or beginning b. ch - Chain c. dc - double crochet d. dec - decrease e. alt - alternate f. hdc - half double crochet g. inc - increase	Project Suggestions: a. Laces b. Doilies c. Handkerchief edge d. Collars and Yokes e. Hats f. Garment

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	h. pat - pattern i. rep - repeat j. rnd - round k. sc - single crochet l. sk - skip m. slst - slip stitch n. sp - space o. tog - together p. tr - triple crochet q. trtr - triple triple crochet 4.4.1... properly hold hook and thread.
4.5 Crochet Stitches	4.5 The student will be able to use the following crochet stitches. a. Chain stitch b. Single crochet c. Double crochet d. Half-double crochet e. Increasing f. Decreasing g. Triple crochet h. Double triple crochet i. Triple triple crochet j. Joining sections right sides together k. Joining sections edge to edge l. Crocheted edging and insertions
4.6 Pattern Stitches	4.6 The student will be able to demonstrate the different types of pattern stitches according to the teacher's specifications.

a. Textures b. Shells c. Clusters d. Motifs e. Motif/patch work f. Meshes g. Shaping mesh grown h. Filet crochet i. Overlaid meshes j. Irish crochet k. Tunisian crochet l. Loop stitches m. Multicolor crochet	

CLOTHING CONSTRUCTION AND DESIGN

10TH GRADE

A. COURSE TITLE

CLOTHING CONSTRUCTION II

B. COURSE DESCRIPTION

This course is designed as a continuation of Clothing Construction I (9th grade) and is a prerequisite to Clothing Construction III (11th grade). It covers textiles and fabric care, working with commercial patterns, and construction of a first garment.

C. GOAL

The goal of this course is to provide students with a basic foundation in clothing construction.

D. COURSE OBJECTIVES

After completing this course the student will be able to:

1. Analyze fabric characteristics and make selections of fabric in relation to intended use.
2. Care for clothing properly.
3. Demonstrate proper pattern layout and cutting techniques.
4. Design, cut and sew skirts with waistbands (this type of skirt is very popular in the State of Truk).
5. Use proper application of facings.
6. Demonstrate the self disciplines and personal traits necessary for working in the garment industry.

E. CURRICULUM OUTLINE

5.0 Textiles: Fiber, Fabrics and Clothing Care.

- 5.1. Fibers
- 5.2. Fibers to Fabric Manufacturing
- 5.3. Fabric Care

6.0 Sewing with Commercial Patterns

- 6.1. Selecting a Pattern
- 6.2. Pattern Envelope
- 6.3. Instruction Sheet
- 6.4. Preparing the Fabric
- 6.5. Laying Out
- 6.6. Cutting
- 6.7. Marking
- 6.8. Unit Method of Construction

7.0 Skirts with Waistbands

- 7.1. Skirts with Waistbands

8.0 Constructing Garments with Facings

- 8.1. Preparation of Fabric and Initial Construction of Garments
- 8.2. Application of Facings

5.0 Textiles: Fibers, Fabrics and Clothing Care

Generalization: Every step of the fabric manufacturing process influences the character and hand of the final product. Suitability and intended use of a garment depend on the proper selection of fabrics. New developments in fibers contribute to the ease of maintenance and wearing performance.

INSTRUCTIONAL CONTENT	PERFORMANCE OBJECTIVES	INSTRUCTIONAL RESOURCES
5.1 Fibers	5.1 The student will be able to describe the characteristics of fiber. 5.1.1... list the three basic fibers. a. Natural fiber b. Synthetic fiber c. Blended fiber 5.1.2... describe the characteristic properties and origin of natural fibers. a. Cotton b. Linen c. Wool d. Silk 5.1.3... describe the characteristics of synthetic fibers. a. Acetate b. Acrylic c. Nylon d. Polyester	Teen Guide; Chamberlain; 1984; pp. 299-306. Creative Living; TAE; 1985; pp. 395-400. Vogue Sewing; 1980; pp. 36-54. Complete Guide to Sewing; Readers Digest; 1976; pp. 58-79. Nasco's Fabric File Kits by Carol Schmetzel. a. Nasco's General Fabric File Kit b. Nasco's Knit Fabric File Kit The New Discovering Fibers and Fabrics; Nasco's 1989; Home Economics Catalog; filmstrips and cassette.

	e. Rayon f. Spandex g. Triacetate 5.1.4... describe blended yarns and their advantages	Teacher supplement instructions with fabric samples on: a. Fibers b. Weaves c. Printing d. Dying e. Fabric finishes f. Fabric Identification
5.2 Fibers to Fabric Manufacturing	5.2 The student will be able to describe the process of manufacturing fabrics from fiber. 5.2.1... describe the characteristics of woven, knitted and non-woven fabrics. 5.2.2... identify the parts of a woven fabric and their characteristics. a. Lengthwise grain-warp b. Crosswise grain-weft c. Selvage d. Bias and true bias 5.2.3... identify the following parts of a knitted fabric. a. Lengthwise rib b. Crosswise courses c. Flat-single thickness d. Tubular 5.2.4... identify and explain the characteristics of plain, twill and satin weaves.	Teacher can supplement illustration of garments made in easily recognizable fabrics to relate how they are used. Student activities: Students make a fabric swatch book showing: a. Different fibers b. Weaving with paper 1. plain weave 2. twill weave 3. satin weave c. Identifying different fabrics
45		48

5.2.5... describe the process of fabric dying and printing.

a. Dying

(1) Solution dying
(2) Yarn dying
(3) Piece dying

b. Printing

(1) Block printing
(2) Silk screen
(3) Batik

5.2.6... describe the following finishes and their intended performance.

a. Napped
b. Sizing
c. Durable press and permanent press
d. Soil and oil repellent
e. Soil releasants
f. Water repellent or waterproofing
g. Antistatic
h. Flame retardant

5.2.7... state identifying characteristics of the following fabrics.

a. Broad cloth

	b. Brocade c. Burlap d. Corduroy e. Chiffon f. Challis g. Crepe h. Calico i. Canvas j. Denim k. Double knit l. Flannel m. Felt n. Gabardine o. Gingham p. Jersey q. Lace r. Percale s. Seersucker t. Satin u. Single knit v. Terry cloth w. Taffeta x. Twill y. Velvet z. Velour	
5.3 Fabric Care	5.3 The student will be able to care for various types of fabrics. 5.3.1... describe the care properties of natural, synthetic and blended fibers. 5.3.2... explain the significance of permanent care labels and what	Clothing Care and Repair; Singer; 1985; pp. 7-97. Teen Guide; Chamberlain; 1984; pp. 349-355. Creative Living; TAE; 1985; pp. 448-454.

	they mean. 5.3.3... describe the following methods for cleaning garments. a. Removing spots and stains b. Machine wash c. Hand wash d. Dry cleaning 5.3.4... identify and explain the proper use of the following laundry products: a. Soaps b. Detergents c. Pre-soaks d. Pre-wash sprays e. Water softeners f. Disinfectants g. Bleaches h. Fabric softeners i. Starch 5.3.5... describe the correct procedure for washing and drying clothes. 5.3.6... select the proper water levels, water temperatures and wash cycles for the following laundry loads. a. White items b. Colored items c. Knits, lace and sheers	Instructor suggestions. Instructor demonstrates with class participation. a. Removing stains b. Procedure of machine washing c. Hand washing d. Dry cleaning with the use of laundry products Teacher demonstrates clothing repairs. Student Activities: Students participate in hands on experience cleaning demonstrations. Students collect care labels from fabrics and ready to wear to discuss what the labels mean. Students do clothing repair projects.

	d. Bulk items e. Heavily soiled items 5.3.7... demonstrate the following clothing repairs: a. Repairing snags b. Mending seams and hem c. Patching a hole d. Darning a tear e. Replacing a fastener 5.3.8... demonstrate the difference between pressing and ironing and when each is used. 5.3.8.1... use proper pressing equipment and basic techniques given instructions from unit 2.1. 5.3.8.2... demonstrate the following precautions regarding pressing of fabric: (a) always pretest (b) use a presscloth (c) press as you sew (d) press directionally (e) press from the inside (f) prevent press marks (g) let steam do the work (h) never press fabric complete dry 5.3.9... describe closet organizing	<u>It's So Sew Easy</u>; Bancroft; 1970; pp. 49-53.

	systems. 5.3.10.. list ways in which clothes can be protected.	

6.0 Sewing with Commercial Patterns

Generalization: Selecting a suitable pattern depends upon its design, size and the intended use of the completed garment. Maintaining perfect grain in fabric is important to the final fit, hangs and wear of the finished garment. The ability to take body measurements, and to allow for body ease are skills necessary in determining pattern adjustment that will result in a finished garment, perfectly fitted to the unique figure of the wearer.

INSTRUCTIONAL CONTENT	PERFORMANCE OBJECTIVES	INSTRUCTIONAL RESOURCES
6.1 Selecting a Pattern	6.1 The student will be able to properly select a commercial pattern. 6.1.1... apply the following criteria in selecting a pattern: a. Design b. Intended use of garment c. Size 6.1.2... select proper pattern using the following indicators in the pattern catalog: a. Size range b. Type of garment c. Sewing ability 6.1.3... take accurate body measurements using the following guidelines: a. Measurement taken for girls.	A Trip to the Fabric Store; filmstrip; Nasco; 1989. Creative Living; TAE; 1985; pp. 413-419. Teen Guide; Chamberlain; 1984; pp. 307-312. Sewing Essentials; Singer; 1984; pp. 24-27. The McGraw-Hill Guide to Clothing; Faiola; 1982; pp. 259-264. It's So Sew Easy; Bancroft; 1970; pp. 1-6. Instruction suggestions for first garment using a commercial pattern:

(1) Height
(2) High bust
(3) Nust
(4) Waist
(5) Hips
(6) Front waist length
(7) Finished garment length

b. Measurement taken for boys.

(1) Height
(2) Neck + 1/2"
(3) Shirt sleeve
(4) Chest
(5) Waist
(6) Hip
(7) Pants length

6.1.4... describe the characteristics of the following figure types:

a. Young junior/teen
b. Junior petite
c. Junior
d. Miss petite
e. Misse's
f. Half size
g. Women's
h. Boys
i. Teen-boy
j. Men's
k. toddler's
l. Children
m. Girls
n. Chubby

a. Select a skirt styles that are simple with elastic waistband, patch pockets, gathered flounce and hems.
b. Select shorts or long pants with elastic waistband, patch pockets and hems.

It is the teacher's option to have students sew the same thing or offer a small selection.

Note: This unit was put in the 2nd quarter of the school year so if patterns have to be shipped in, there would be time to prepare materials.

Student activities:

a. Skirt with elastic waistband
b. Shorts or pants with elastic waistband

6.2 Pattern Envelope	**6.1.5...** properly select the figure type and size from personal measurements using the Figure Size Chart. **6.2** The student will be able to explain the following information that appears on the pattern envelope: a. Front of envelope. 1. Size and figure type 2. Pattern company and style number 3. Designer original pattern 4. Views 5. Labels 6. Fashion illustration b. Back of envelope 1. Back view 2. Number of pattern pieces 3. Style number 4. Garment description 5. Fabric suggestions 6. Body measurement and size chart 7. Metric equivalents 8. Finish garment measure 9. Notions 10. Yardage block	Sewing Essentials; Singer; 1984; pp. 28-31. Teen Guide; Chamberlain; 1984; pp. 313-319. Creative Living; TAE; 1985; pp. 413-419.

6.2.1... determine amount of fabric, lining, interfacing and trimming to buy given information that appears on the pattern envelope.	The McGraw-Hill Guide to Clothing; Faiola; 1982; pp. 264-267.
6.2.2... select the proper notions from the pattern style. a. Thread b. Trims and tapes c. Buttons and closures d. Zippers	Sewing Essentials; Singer; 1984; pp. 35-39. Sewing Essentials; Singer; 1984; pp. 40-41.
6.2.3... state the importance of interfacing and where they are used in a garment. a. Used to shape and support details like collars, cuffs, waist bands, pockets, lapels and buttonholes b. Used to add stability to neckline, facings or hems c. Adds body to garments and helps keep them crisp through repeated washing and wearing	Sewing Essentials; Singer; 1984; pp. 38-39.
6.2.4... identify the different types of interfacing and their proper applications. a. Woven interfacing b. Non-woven	

	c. Sew-in d. Fusible e. Different weights f. Different colors g. Fusible web	
6.3 Instruction Sheet	6.3 The student will be able to use the pattern instruction sheet for the purpose of planning and organizing sewing procedure.	Sewing Essentials; Singer; 1984; pp. 30-31.
	6.3.1... identify pattern pieces for a chosen style.	
	6.3.2... follow general instruction sheet.	
	6.3.3... properly use pattern layout.	
	6.3.4... properly follow sewing directions.	
	6.3.5... describe each of the following layout, cutting and construction symbols. a. Grainline b. Fold bracket c. Cutting line d. Adjustment line e. Notches f. Seam line g. Foldline h. Dart	Sewing Essentials; Singer; 1984; p. 32. Commercial Pattern Envelope

	i. Dot j. Easing lines k. Hem lines l. Zipper placement m. Detail positions n. Button and buttonhole placement	
	6.3.6... demonstrate and apply the proper procedure for adjusting the pattern length.	Sewing Essentials; Singer; 1984; p. 33.
	6.3.7... demonstrate and apply the proper procedure for adjusting the pattern width.	Commercial Pattern directions Get Set to Sew; Nasco; 1989; filmstrip.
	6.3.8... given a pattern that closely approximates body measurements, the student will be able to adjust pattern pieces to fit the person.	Teen Guide; Chamberlain; 1984; pp. 330-338. Creative Living; TAE; 1985; pp. 427-433.
	6.3.9... identify and explain body ease in various parts of the pattern.	
6.4 Preparing the Fabric	6.4 The student will be able to properly prepare fabric before layout.	
	6.4.1... determine whether fabric should be preshrunk or steam pressed.	Sewing Essentials; Singer; 1984; p. 44.
	6.4.2... demonstrate the proper procedure for preshrinking and	The McGraw-Hill Guide to Clothing; Faiola; 1982; pp.

	steam pressing fabrics	267-275.
	6.4.3... describe the parts of a woven fabric and their characteristics given instructions from unit 5.2.2.	It's So Sew Easy; Bancroft; 1970; pp. 11-20.
	6.4.4... describe parts of a knitted fabric, given instructions from unit 5.2.3.	
	6.4.5... demonstrate the following methods of straightening the crosswise ends of fabric. a. Pull threads b. Cut on a line for plaids and checks c. Cut on course for knits	
	6.4.6... demonstrate the proper procedure for straightening the lengthwise grain of fabric	
6.5 Laying Out	6.5 The student will be able to correctly layout pattern pieces given the following instructions. a. Fabric width b. Size ranges c. Without nap-two way d. With nap-one way e. Folding on the lengthwise f. Folding on the crosswise g. Right and wrong side of fabric	Sewing Essentials; Singer; 1984; pp. 45-49.

6.6 Cutting	**6.6** The student will be able to accurately pin and cut fabric given instructions from unit 2.1.	Sewing Essentials; Singer; 1984; p. 50.
6.7 Marking	**6.7** The student will be able to use the proper marking tools and procedure in transferring key marking symbols to fabric.	It's So Sew Easy; Bancroft; 1970; pp. 21-28. Sewing Essentials; Singer; 1984. pp. 51-53.
6.8 Unit Method Construction	**6.8** The student will be able to demonstrate the proper procedure for unit method construction on garment projects. **6.8.1...** name and state the following advantages of unit method construction a. Uses small unit of time b. Saves Time c. Reduces garment handling to a minimum, thereby d. Minimizing wrinkling and stretching.	It's So Sew Easy; Bancroft; 1970; pp. 29-34.
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7.0 Skirts with Waistbands

Generalization: The waistband is a form of binding that provides decoration and styling, supports the garment, and controls fullness.

INSTRUCTIONAL CONTENT	PERFORMANCE OBJECTIVES	INSTRUCTIONAL RESOURCES
7.1 Skirts with waistbands	7.1 The student will be able to properly construct a skirt with a waistband. 7.1.1... demonstrate the proper selection of a skirt pattern given instructions from unit 6.0. 7.1.2... properly use directional stitching given instruction from unit 3.0. 7.1.3... demonstrate and explain the purpose of stay stitching given instructions from unit 3.0. 7.1.4... explain the significance of placing and sewing darts accurately. 7.1.5... properly follow the guidelines for sewing darts: a. Mark	Project suggestions: Skirts with waistband. a.Sheath skirt with darts or dart tucks b.Gathered skirt c.Pleated skirt d.Gored skirt e.Wrap skirt It's so Sew Easy; Bancroft; 1970; pp. 61-65. Demonstrations: a) Sewing darts b) Sewing tuck darts c) How to eliminate bulk from darts

b. Fold, Pin
c. Tack+stitch
d. Taper
e. Twist and tack or tie
f. Press

7.1.6... identify and properly apply the following techniques for sewing darts:

a. Dart tucks
b. Eliminating bulk
c. Clipping for shape

7.1.7... sew gathers, given instruction from unit 3.0.

7.1.8... identify the following types of pleats:

a. Box pleats
b. Knife pleats
c. Inverted pleats

7.1.9... demonstrate the proper procedure for sewing pleats given the following guidelines:

1. Marking pleats
2. Form pleats form marks
3. Pin pleats
4. Baste
5. Press
6. Stitch to hold
7. Complete garment

d) Clipping darts for shape
e) Box pleats
f) Knife pleats
g) Invented pleats

	7.1.10... sew a perfect seam, given instructions from unit 2.0.	
	7.1.11... properly sew a lap zipper.	<u>It's So Sew Easy</u>; Bancroft; 1970; pp. 200-217.
	7.1.12... properly attach a waistband from the following guidelines: a. Interface waistband b. Attach skirt to band c. Sew ends of band, trim and turn d. Slip stitch to clean finish band	<u>It's So Sew Easy</u>; Bancroft; 1970; pp. 237-248. Demonstrations: a) Sewing a lap zipper b) Attaching a waistband
	7.1.13... state and explain the following factors of good fit. a. Right amount of ease b. Proper arrangement of fabric grain c. Appropriate placement of seam lines d. Appropriate placement of darts e. Appropriate placement of design detail	
	7.1.14... determine the placement of a buttonhole and button.	
	7.1.15... demonstrate the proper application of a button hole.	

7.1.16... properly select and apply closures. a. Buttons and buttonholes 1. Two hole buttons 2. Four hole buttons 3. Shank buttons 4. Self-covered buttons b. Hook and eyes c. Snaps d. Velcro	It's So Sew Easy; Bancroft; 1970; pp. 301-312.
7.1.17... properly sew hems given instruction from unit 3.0. 7.1.18... press skirt properly given instructions from unit 5.0.	The McGraw-Hill Guide to Clothing; Faiola; 1982; pp. 281-283.

8.0 Constructing Garments with Facings

Generalization: Facing is a method of finishing edges such as necklines and armholes. This process incorporates stay stitching, reduction of bulk in seams through the use of trimming, clipping and grading procedures and under stitching.

INSTRUCTIONAL CONTENT	PERFORMANCE OBJECTIVES	INSTRUCTIONAL RESOURCES
8.1 Preparation of fabric and initial construction of garment.	8.1 The student will be able to properly construct a garment that requires facings. 8.1.1... choose a pattern given instructions from unit 6.0. 8.1.2... properly use equipment and the sewing machine given instructions from unit 2.0. 8.1.3... demonstrate stay stitching given instructions in unit 7.0. 8.1.4... sew darts given instructions from unit 3.0.	
8.2 Application of facings.	8.2 The student will be able to sew facings, given the following guidelines: a. Sew interfacings to neckline b. Sew shoulders of garment and facings c. Hem facing	It's So Sew Easy; Bancroft; 1970; pp. 110-123. Demonstrate sewing center zipper.

d. Sew facing to edge e. Trim or grade seam f. Clip seams g. Under stitch facing 8.2.1... properly apply a center zipper. 8.2.2... identify factors of good fit, given instructions from unit 3.0. 8.2.3... sew a hem. 8.2.4... tack facing given instructions in unit 3.0. 8.2.5... sew closures given instructions in unit 7.0. 8.2.6... properly pressing garment given instructions in unit 5.0.	<u>It's So Sew Easy</u>; Bancroft; 1970; pp. 200-217. Suggested projects: a) Blouse without collar or sleeves b) Jumper without collar or sleeves.

CLOTHING CONSTRUCTION AND DESIGN

11TH GRADE

A. COURSE TITLE:

CLOTHING CONSTRUCTION III

B. COURSE DESCRIPTION

This course covers the following content areas: elements and principles of design; constructing a garment with set-in sleeves, collar and cuffs; sewing garments with plaids and stripes and creative stitchery.

C. GOAL

The goal of this course is to provide training through classroom and laboratory experiences in order to develop design and advanced clothing construction skills, acceptable work habits, perseverance, and attitudes for the purpose of obtaining gainful and meaningful employment.

D. COURSE OBJECTIVES

After completing this course the student will be able to:

1. Use the elements and principles of design in pattern and fabric selection.
2. Construct a garment with set-in sleeves.
3. Properly match plaids and stripes.
4. Demonstrate creative stitchery.
5. Demonstrate attitudes required for entry level employment in the garment industry.
6. Perform tasks safely and efficiently as required by the garment industry.
7. Exhibit the pride in workmanship and desires to further improve the knowledge, skills and productivity.

E. CURRICULUM OUTLINE

9.0 Elements and Principles of Design

- 9.1. Elements of Clothing Design
- 9.2. Principles of Clothing Design
- 9.3. Figure Analysis
- 9.4. Vocabulary of Fashion

10.0 Constructing a Garment with Set-In Sleeves, Collar and Cuffs.

- 10.1. Shirt with Collar and Sleeves
- 10.2. Dress with Collar, Sleeves and Cuffs

11.0 Sewing Garment with Plaids and Stripes

- 11.1. Sewing with Plaids and Stripes

12.0 Creative Stitchery

- 12.1. Embroidery
- 12.2. Machine Decorative Stitches
- 12.3. Applique
- 12.4. Quilting
- 12.5. Trimming

9.0 Elements and Principles of Design

Generalization: Elements and principles of design that make art visually pleasing apply as well to clothing for the human body. A person can emphasize good features, minimize poor ones and create a picture of harmony using the elements and principles of design.

INSTRUCTIONAL CONTENT	PERFORMANCE OBJECTIVES	INSTRUCTIONAL RESOURCES
9.1 Elements of Clothing Design	**9.1** The student will be able to identify the elements of design and the way they effect the figure.	
	9.1.1... name the following elements of Design: a. Line b. Texture c. Pattern d. Color	Teen Guide; Chamberlain; 1984; pp. 279-285. Making Clothing Choices; Nasco; 1989; filmstrip.
	9.1.2... demonstrate the influences the following lines have on clothes: a. Verticals b. Horizontals c. Diagonals d. Curves e. Zig Zag	Contemporary Clothing; Lyle; 1983; p. 52-53. Teen Guide; Chamberlain; 1984; pp. 282-283. Show examples of lines and their effects on clothes.
	9.1.3... describe the following influences texture has on the appearance of the finished	Contemporary Clothing; Lyle; 1983; pp. 54-55.

garment and effect on the figure: a. Smooth texture b. Dull-surface texture c. Pile, fuzzy and bulky texture d. Crisp texture	Show examples of texture and their effects on clothes.
9.1.4... describe how pattern affect the figure. a. Making the figure large b. Making the figure smaller c. Creating a mood	Contemporary Clothing; Lyle; 1983; pp. 53-54. Show examples of prints and their effects on clothes.
9.1.5... name the three primary colors. a. Red b. Yellow c. Blue	Teen Guide; Chamberlain; 1984; pp. 279-283. Have students make a color wheel by mixing colors or using color chips.
9.1.6... identify warm and cool colors from objects that have these colors.	
9.1.7... identify the three secondary colors on the color wheel. a. Orange = red + yellow b. Green = blue + yellow c. Violet = blue + red	
9.1.8... identify the six tertiary or intermediate colors on the	

color wheel. a. Blue - green b. Blue - violet c. Red - violet d. Red - orange e. Yellow - orange f. Yellow - green	
9.1.9... define the following words that describe color. a. Value b. Tint c. Shade d. Intensity e. Neutrals	
9.1.10.. define the following color schemes: a. Triadic color scheme b. Analogous color scheme c. Complementary colors d. Monochromatic colors	
9.1.11.. discuss how colors affect us psychologically.	Contemporary Clothing; Lyle; 1983; pp. 45-40.
9.1.12.. demonstrate how colors effect skin tone through individual color caping.	Provide color capes and demonstration how to use capes.
9.1.13.. formulate a personal color plan from the results of color	

	caping.	
9.2 Principles of Clothing Design	9.2 The student will be able to apply the principles of designs in relation to the individual needs of the figure.	Contemporary Clothing; Lyle; 1983; pp. 55-58.
	9.2.1... name the following basic principles of design. a. Balance b. Proportion c. Emphasis d. Rhythm e. Harmony	
	9.2.2... name and state the following types of balance. a. Formal or symmetrical balance b. Informal or asymmetrical balance c. Radial balance	Show examples of balance
	9.2.3... explain the meaning of proportion.	Show examples of proportion
	9.2.4... use mathematical formulas to determine flattering and interesting proportions.	
	9.2.5... use garment features to create points of emphasis on a design.	Show examples of emphasis

	9.2.6... create points of interest to create rhythm in a design.	Show examples of rhythm
	9.2.7... differentiate between the elements of design and the principle of design.	Show examples of harmony
	9.2.8... point out the elements and principles of design, given harmonious design illustrations.	
	9.2.9... point out and explain how the elements and principles of design can emphasize of minimize body features.	
9.3 Figure Analysis	9.3 The student will be able to evaluate figure proportions.	Contemporary Clothing; Lyle; 1983; pp. 58-68.
	9.3.1... properly draw a life size chart of the body.	
	9.3.2... compare lifesize chart to ideal figure proportions.	
	9.3.3... evaluate what body features can be emphasized and features that need to be minimized.	
9.4 Vocabulary of Fashion	9.4 The student will be able to identify fashion terms as specified by the instructor.	Vogue Sewing; 1980; pp. 23-31. Student Activities: Students make a unit summary

	of designs in a notebook. Use the elements and principles of design; figure analysis; and fashion terms to create a collection of flattering outfits to suit the individual figure.

10.0 Set-in-Sleeve, Collars and Cuffs

Generalization: Set-in-Sleeve is a good example of sewing ease. The mark of perfection in easing is the absence of tucks and gathers in the seamline. Collars and cuffs are a continuation of waistband and facing finishes.

INSTRUCTIONAL CONTENT	PERFORMANCE OBJECTIVES	INSTRUCTIONAL RESOURCES
10.1 Shirt with Collar and Sleeve	10.1 The student will be able to properly construct a shirt with a collar, set in sleeves as specified by instructor. 10.1.1... demonstrate the procedures from choosing a pattern to cutting it, given instructions from unit 6.0. 10.1.2... properly use equipment and sewing machine, given instructions from unit 2.0. 10.1.3... demonstrate sewing techniques, given instructions from unit 3.0. 10.1.4... construct a collar, given the following guidelines: a. Apply interfacing b. Sew collar edge, trim and clip c. Understitch	Project Suggestions: a. Shirt with collar and sleeves b. Dress with collar, sleeves and cuffs <u>Sewing Essentials</u>; Singer; 1984; pp. 98-101. Demonstrate sewing shirt collar. Demonstrate interfacing

	d. Sew sides of collar, trim and clip e. Set collar into neck, with or without facing, trim and clip f. Clean, finish collar	centerfront.
	10.1.5... properly interface centerfront of shirt.	
	10.1.6... properly set in sleeve given the following guidelines:	Sewing Essentials; Singer; 1984; pp. 73-75.
	a. Ease stitches on cap b. Sew sleeve seam c. Ease cap by pulling bobbin thread d. Pin cap to proper markings e. Sew sleeve to armhole f. Press from inside to retain cap ease	Demonstrate sewing regular set in sleeve.
	10.1.7... properly apply closure, given instructions from unit 7.0.	
10.2 Dress with collar, sleeves and cuffs	10.2 The student will be able to construct a dress with collar, sleeves and cuffs as specified by instructor.	
	10.2.1... properly sew on a cuff using following guidelines: a. Interface cuff b. Sew cuff seams-trim and	Demonstrate sewing a cuff
83		83

	clip c. Sew placket to sleeve d. Apply cuff to sleeve e. Clean finish cuff f. Button hole and button 10.2.2... properly sew a sleeve placket.	Demonstrate placket

11.0 Sewing a garment with plaids and stripes

Generalization: Preserving perfect grain in fabric is the key to making a garment that fits, hangs and wears well. Sewing with plaids and stripes requires special attention in matching and balancing the fabric design.

INSTRUCTIONAL CONTENT	PERFORMANCE OBJECTIVES	INSTRUCTIONAL RESOURCES
11.1 Sewing with plaids and stripes	11.1 The student will be able to use the proper procedure for sewing plaids and stripes. 11.1.2... determine whether certain fabrics because of design or fabrication need special attention during layout and construction. 11.1.3... determine when to buy more fabric than is called for on the pattern envelope. 11.1.4... identify the following types of plaids and stripes that will determine special layout procedure a. Plaids - even and uneven b. Stripes - balanced and unbalanced c. Special lays 1. Large designs 2. Border prints	Sewing Essentials; Singer; 1984; pp. 35-39. Sewing Specialty Fabric; Singer; 1986; pp. 76-81. Demonstration the matching of plaids and stripes

11.1.5... properly use hand equipment and sewing machine, given instructions from unit 2.0.	
11.1.6... demonstrate basic sewing techniques, given instructions from unit 3.0.	
11.1.7... apply commercial pattern procedure, given instructions from unit 6.0.	
11.1.8... properly sew waistbands, given instructions from unit 7.0.	
11.1.9... properly sew neck lines, given instructions from unit 8.0.	
11.1.10.. sew collars sleeves and cuffs, given instructions from unit 10.0.	
11.1.11.. sew a fly front on a pair of trousers.	Demonstrate a fly front. Suggested Projects using plaids and stripes a. Skirt b. Blouse c. Dress d. Trousers e. Unlined jacket

12.0 Creative Stitchery

Generalization: Creative machine and hand stitchery can add another dimension to the elements and principles of design in sewing craft item and garments.

INSTRUCTIONAL CONTENT	PERFORMANCE OBJECTIVES	INSTRUCTIONAL RESOURCES
12.1 Embroidery	12.1 The student will be able to demonstrate the proper application of the following hand embroidery as specified by the instructor a. Embroidery tools and supplies b. General embroidery techniques c. Embroidery stitches (1) Back stitches (2) Blanket stitches (3) Chain stitches (4) Couching (5) Cross stitches (6) Feather stitches (7) Filling stitches (8) Running stitches (9) Satin stitches (10) Weaving stitches d. Finishing embroidery pieces e. Blackwork embroidery f. Cross stitch embroidery g. Huck embroidery h. Open work/pull thread work i. Open work/drawn thread work	Complete Guide to Needlework; Reader's Digest; 1979; pp. 7-97. Demonstrate hand embroidery techniques

	j. Open work/Hardanger k. Open work/cut work l. Smocking 12.1.1... demonstrate the proper use of hand equipment and the sewing machine, given instructions from unit 2.0.	
12.2 Machine decorative stitch	12.2 The student will be able to sew the following decorative machine stitches. a. Straight stitch b. Zigzag stitches c. Decorative stitch patterns d. Free-motion embroidery e. Monogramming f. Machine cutwork g. Machine smocking	Complete Guide to Needlework; Reader's Digest; 1970; pp. 96-103. Demonstrate decorative machine stitches.
12.3 Applique	12.3 The student will be able to demonstrate the proper procedure for the following applique techniques. a. Hand applique b. Machine applique c. Fused applique d. Applique bands e. Reverse applique f. Shadow applique	Complete Guide to Needlework; Reader's Digest; 1970; pp. 192-206. Demonstrate applique techniques.

12.4 Quilting	**12.4** The student will be able to properly use the following quilting techniques: a. Tying a quilt b. Padded quilting c. Corded quilting d. Sectional quilting e. Pillow quilting f. Puff quilting	Complete Guide to Needlework; Reader's Digest; 1970; pp. 236-268. Demonstrate quilting techniques
12.5 Trimming	**12.5** The student will be able to demonstrate properly the following types of trimming as specified by the teacher. a. Braid and bands b. Fringe, tassels and pom-poms c. Lace and ruffles d. Beading and sequins e. Feathers and fur f. Piping	Vogue Sewing; 1982; pp. 456-470. Demonstrate trimming techniques Suggested Projects: a) Learning Book using different techniques b) Wall hanging combining different techniques c) Trim garments with different techniques d) Christmas ornaments e) Trim accessories, belts, bags, etc.

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CLOTHING CONSTRUCTION AND DESIGN

12TH GRADE

A. COURSE TITLE:

CLOTHING CONSTRUCTION IV

B. COURSE DESCRIPTION

This is the most advanced course in the study of clothing construction at the secondary level. The students will explore topics in the areas of wardrobe planning and buying, recycling garments, designing patterns and sewing with special fabrics and inner construction.

C. GOAL

The goal of this course is to apply previous learnings (1) to the creation of individualized design, (2) to the building of workable wardrobes, and (3) to the use of novelty fabrics and experiential techniques.

D. COURSE OBJECTIVES

After completing this course the student will be able to:

1. Plan and purchase a workable wardrobe.
2. Recycle garments.
3. Design patterns that are both culturally appropriate and marketable.
4. Use proper construction techniques on special fabrics.
5. Demonstrate an understanding and appreciation for quality work including: proper background knowledge and work attitudes, use of tools and equipment, facilities and safety awareness.
6. List and describe career opportunities in the areas of clothing construction, garment industry and related fields.

E. CURRICULUM OUTLINE

13.0 Wardrobe Planning and Buying

13.1. A Wardrobe Plan: Building a Wardrobe
13.2. Consumerism

14.0 Recycling Garments

14.1. Recycling Options

15.0 Designing Patterns

15.1. Drafting Patterns
15.2. Designing Patterns

16.0 Sewing with Special Fabrics and Inner Construction

16.1. Special Fabrics
16.2. Inner Construction

13.0 Wardrobe Planning and Buying

Generalization: Having a wardrobe that works takes planning, working with what you have, determining what types of clothing you need, determining the amount of money you have available for clothing and deciding to make the purchase.

INSTRUCTIONAL CONTENT	PERFORMANCE OBJECTIVES	INSTRUCTIONAL RESOURCES
13.1 A wardrobe plan: Building a Wardrobe	13.1 The student will be able to plan and develop a wardrobe plan that suits life style and figure. 13.1.1... describe why people wear clothes, given instructions from unit 1.1. 13.1.2... use the following guidelines to determine wardrobe needs: a. What do you need? (1) Life style (2) Climate (3) Daily activities (4) Special activities (5) Special occasions b. What do you have? (1) Clothes you like to wear (2) Clothes that need repair	Teen Guide; Chamberlain; 1984; pp. 286-291. Contemporary Clothing; Lyle; 1983; pp. 145-170. Planning Your Wardrobe; Nasco; 1989; filmstrip or Wardrobe Planning; Nasco; 1989; filmstrip. Wardrobe Management for Girls; Nasco; 1989; workbook. Wardrobe Management of Boys; Nasco; 1989; workbook. Develop wardrobe plan working sheets.

(3) Clothes that you have outgrown or worn out
(4) Clothes that do not go with anything else you own
(5) Clothes that you do not wear for one reason or another

c. Clothes that work together

(1) Clothes you like to wear
(2) Clothes that you can wear for several occasions
(3) Clothes that go well and look well with lots of your other clothes.

13.1.3... restate elements and principles of design given instructions from unit 9.0.

13.1.4... determine what types of clothing are needed using the following guidelines:

a. Do you have too much of one type of clothing and not enough of another?
b. Find new uses for clothes you thought had only one purpose.
c. Go back and review clothes

a. Working with what you have.
b. Developing what you need.
c. Developing a buying plan.

	you do not wear and find uses for them in your wardrobe now.	
	13.1.5... develop and design a plan for adding to his/her wardrobe, using the following guidelines: a. Build a wardrobe that complements coloring, size and shape. b. Select colors that complement hair, eyes, skin tone and body shape. c. Choose clothes that are flexible enough to meet needs and lifestyle. d. Mix and match garments and accessories creatively in order to stretch a wardrobe.	
	13.1.6... develop a buying plan for garments you need using the following guidelines. a. Decide how much you can spend on each item. b. Allocate the most money for toward the garment you will wear most often. c. Avoid buying items that aren't in your plan. d. Consider sewing. If you	Visit clothing store in your area. a. Do some comparative shopping. b. Find out how stores handle customer complaints.

have the time and skill, sewing saves money because you provide the labor.

e. Take into account your family's overall budget.

f. Determine what you can buy now and what you have to put off buying.

13.1.7... identify the different types of clothing stores in your area and determine which stores would offer what you need.

13.1.8... examine clothes for fit quality and ease of care according to the following guidelines.

a. Ready-to-wear sizes
b. Look for quality features
c. Cut of fabric
d. Stripes or plaid match
e. Stretching and shrinking
f. Seam finishes
g. Buttons right for design and lasting
h. Zipper - set smoothly
i. Trim looks well and will last
j. Hems even and do not show through
k. Read labels

13.2 Consumerism	13.1.9... discuss the difference between impulse buying and comparative shopping 13.2 The student will be able to properly practice one's role as consumers. 13.2.1... list the rights of consumers and the responsibilities that come with those rights a. Right: to information Responsibility: to become informed b. Right: to choice Res: to buy wisely and follow Product Recommendation c. Right: to safety Res: to guard against carelessness d. Right: to recourse Res: to register legitimate complaint e. Right: to protection Res: to be a concerned citizen 13.2.2... list and identify the various types of labels found on ready-to-wear garments a. Brand labels b. Factual or information	Invite a speaker to talk on consumer affairs. Contempory Clothing; Lyle; 1983; pp. 20-37.

labels
c. Certified labels
d. Union label

13.2.3... list the labeling requirements of the Textile Fiber Products Identification Act.

a. Fiber must be identified
b. Fiber or combination of fiber by percentage used in item
c. Name or I.D. of manufacturer
d. If imported, name of producing country

13.2.4... list the requirements of the care labeling rule

a. Any textile product must have a permanently attached label
b. Label must cleanly state instruction for the care and maintenance of the article

13.2.5... explain why the Care Label Rule is more helpful to the consumer

a. permanent label
b. state care
c. implies warranty

13.2.6... explain the Flammable Fabric Act standard.

Standards were set for flammability of children's sleepwear and apparel for sizes 0 - 6 and 7 - 14. This includes over-the-counter fabric intended for use in children's apparel. Also mattress pads and carpet.

13.2.7... explain the difference between a full warranty and a limited warranty.

13.2.8... Explain an implied warranty.

14.0 Recycling Garments

Generalization: A wardrobe is an investment, so expect clothes in it to look good, to feel comfortable and to last. Recycling includes altering, updating, and customizing for the purpose of economizing.

INSTRUCTIONAL CONTENT	PERFORMANCE OBJECTIVES	INSTRUCTIONAL RESOURCES
14.1 Recycling Options	14.1 The student will be able to recycle, update and customize garments following specific techniques by the teacher. 14.1.2... properly use equipment and sewing machine, given instructions from unit 2.0. 14.1.3... demonstrate proper sewing techniques, given instructions from unit 3.0. 14.1.4... discuss textile properties, given instructions from unit 5.0. 14.1.5... alter a garment that does not fit by the following guidelines: a. By changing the width b. By taking a seam in or out c. By moving a hemline up or down	Clothing Care and Repair; Singer; 1985.

14.1.6... change the style of a garment to get the fit desired if an alteration in length or width is not possible.

Example: if sleeves on a sweater are too short, the solution may be to turn the sweater into a vest.

14.1.7... update or individualize a garment by making simple changes in the styling using the following guidelines:

a. Adding trim
b. Changing the buttons
c. Finding ways to give new life to your clothes

14.1.8... change the use of the garment if no other option is available by using the following guidelines:

a. If fabric is still in good condition, make something else from it after detaching buttons, zipper and usable trimmings
b. Fabric from an adult's garment may be ideal for making a jumper or pants for a child

14.1.9... demonstrate the following

procedure for recycling or updating a garment.

a. Wash or clean the garment before making the alteration
b. Release hems before cleaning
c. Try to duplicate thread color, top stitching and construction methods
d. Press often as you sew

14.1.10.. demonstrate following type of recycling options as specified by instructor

a. Lengthen hem by using a facing.
b. Shorten skirt at the waist line.
c. Shorten a cuffed sleeve.
d. Shorten tapered pants or sleeve edge.
e. Taking in and letting out seams.
f. Adjusting a tailored waistband.
g. Shorten a dress to a skirt.
h. Restyling a dress to a skirt.
i. Redesigning skirts

(1) A-line skirt to a straight skirt

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(2) wrap skirt to a button front skirt

j. Narrowing pants leg.
k. Shortening pants for shorts.
l. Changing collar and necklines

(1) Removing ties from a collar
(2) Reshaping a collar
(3) Removing a collar and changing a neckline
(4) Narrowing lapels

m. Restyling sweater

(1) Change a sweater to a vest
(2) Change a pullover to a cardigan
(3) Change a turtleneck to a crew neck

15.0 Designing Patterns

Generalization: Drafting various garment designs can be developed by manipulating a basic pattern.

INSTRUCTIONAL CONTENT	PERFORMANCE OBJECTIVES	INSTRUCTIONAL RESOURCES
15.1 Drafting a basic Pattern	15.1 The student will be able to draft a basic pattern. 15.1.1... demonstrate the use of Commercial Patterns in creating the basic pattern. 15.1.2... develop a basic pattern by drafting 15.1.3... properly develop a fitting muslin for the basic pattern using the following procedure: a. Taking measurements b. Drafting by measurements c. Developing paper pattern d. Cut, mark and sew muslin e. Fit muslin f. Adjust muslin g. Adjust paper pattern h. Finalize hand basic patterns	Patternmaking for Fashion Design; Armstrong; 1987. Teacher determine drafting method.
15.2 Designing Patterns.	15.2 The student will be able to sew a garment from a drafted pattern.	

15.2.1... apply the following manipulation concepts to create different designs as specified by the instructor. a. Dart manipulation b. Multi-dart manipulation c. Princess lines d. Design lines e. Neck line variations f. Adding fullness g. Skirts, sleeves and collars h. sheaths **15.2.2...** select proper use of equipment and sewing machine, given instructions from unit 2.0. **15.2.3...** demonstrate sewing techniques, given instructions from unit 3.0. **15.2.4...** apply procedures of construction that pertain to garment sewn from a drafted pattern from previous units.	

16.0 Sewing with Special Fabrics and Inner Construction

Generalization: Special fabrics may be distinctive because of its weight, texture, decorative design or other special qualities. Special fabrics may require handling that is different from traditional sewing practices. They create special effects in any fashion garment.

INSTRUCTIONAL CONTENT	PERFORMANCE OBJECTIVES	INSTRUCTIONAL RESOURCES
16.1 Special Fabrics	16.1 The student will be able to demonstrate proper procedures for sewing fabrics that need special handling. 16.1.1... select proper use of equipment and sewing machine, given instructions from unit 2.0. 16.1.2... demonstrate sewing techniques, given instructions from unit 3.0. 16.1.3... describe textile properties, given instructions from unit 5.0. 16.1.4... identify the hand quality of the following special fabrics: a. Fabrics that give (1) Knit fabrics (2) Lingerie fabrics (3) Stretch woven fabric	Vogue Sewing; 1980; pp. 351-378. Singer-Sewing Specialty Fabrics; 1986. Teacher can select fabrics to work from. Demonstrate different handling techniques. Have students sew garments using some special handling techniques. a. Party dress b. Graduation dress c. Jacket d. Wedding dress

b. Fabrics that flow and float

(1) Sheer fabrics
(2) Lace fabrics
(3) Crepe fabrics

c. Fabric with luster

(1) Satin and Taffeta
(2) Brocade fabric
(3) Metallic fabric
(4) Beaded and Sequined fabrics

d. Fabric with surface style

(1) Pile fabrics
(2) Fake fun fabrics
(3) Vinyl fabrics
(4) Ruffled fabrics
(5) Quilted fabrics

e. Leather and suede

(1) Leather
(2) Synthetic suede

	(e) darts 16.1.6... test seam for: (a) best needle size (b) best stitch length (c) best tension (d) best pressure 16.1.7... test for proper pressing technique. 16.1.8... select pattern styles which complement the fabric and figure.	
16.2 Inner Construction	16.2 The student will be able to demonstrate the proper application of inner construction. 16.2.1... name and identify the following inner construction terms. (a) Underlining (b) Interfacing (c) Lining (d) Interlining 16.2.2... demonstrate the proper procedure for underlining: (a) Pinning together (b) Basting next to seamline (c) Stitching darts	

	(d) Stitching hems 16.2.3... demonstrate the proper use of interfacing, given instruction from unit 6.0. 16.2.4... determine where lining should be applied to a garment. 16.2.5... demonstrate the proper method of lining. 16.2.6... name and identify the proper use of interlining.	

FILMSTRIPS/CASSETTE TAPES

1. A Trip to the Fabric Store; Nasco 1989 - p.70.
   WA1024H - $149.97

2. Careers in Fashion Design and Manufacturing; Nasco 1989 - p.71.
   WA3945H - $111.48

3. Careers in Fashion Merchandising and Promotion. Nasco 1989 - p.71.
   WA39461H - $111.48

4. Clothing Communicates; Nasco 1989.
   WA4361H - $48.99

5. Focus on Fashion: Past and Future; McCalls Educational Materials.
   $17.50

6. Get Set to Sew; Nasco 1989 - p.71.
   WA1026H - $149.97

7. Making Clothing Choices; Nasco 1989 - p.71.
   WA4362H - $48.99

8. Planning Your Wardrobe; Nasco 1989 - p.71.
   WA4363H - $49.99

9. The New Discovering Fibers and Fabrics; Nasco 1989 - p.70.
   WA8167H - $111.48

OTHER EDUCATIONAL MATERIALS

1. Nasco Fabric File Kits by Carol Schmitzel

   a. Nasco's General Fabric File Kit - 1989 Catalog - p.32.
      WA10733H - $16.95

   b. Nasco's Knit Fabric File Kit - 1989 Cataog - p.32.
      WA10734H - $16.95

2. Wardrobe Management for Girls; Nasco 1989 - p.31.
   WA5185H - $7.95 (Workbook)

3. Wardrobe Management for Boys; Nasco 1989 - p.31.
   WA5186H - $7.95 (Workbook)

TOOLS, EQUIPMENT AND RELATED SUPPLIES FOR THE CLOTHING CLASSROOM

A. Hand Sewing Equipment

1. Needles

    a. Sharps
    b. Ballpoint
    c. Cewel
    d. Betweens
    e. Milliners

2. Pins

    a. Silk
    b. Straight
    c. Ballpoint
    d. Quilting
    e. Pleating

3. Thimble
4. Wrist pin cushion
5. Needle threader
6. Beeswax with holder
7. Thread

B. Marking Tools

1. Tracing wheel
2. Tracing board
3. Dressmaker's tracing paper
4. Tailor's chalk or marking pencil
5. Liquid marking pencils (evaporating and water)

C. Measuring Tools

1. Tape measure
2. Yardstick or meter stick
3. See-through ruler (2"x 18" grid)
4. L square ruler
5. Seam gauge
6. French curve or fashion curve

D. Cutting Tools

1. Bent-handled dressmaker's shears
2. Sewing scissors

3. Seam ripper
4. Thread clipper
5. Pinking shears or scalloping shears
6. Rotary cutter
7. Cutting board

E. Pressing Tools

1. Steam/spray iron

    a. Distilled water
    b. Iron cleaner
    c. Measuring cup

2. Iron board and cover
3. Tailor's ham or pressing mitt
4. Press cloth
5. Sleeve board
6. Seam roll
7. Point presser/clapper
8. Needle board
9. Fabric finish and spray starch
10. Hand steamer

F. Fitting Tools

1. Full length mirrors
2. Skirt marker
3. Dressing screens

G. Construction Tools

1. Loop Turners
2. Bodkin
3. Point turner/awl
4. Liquid ravel preventer

H. Drafting Materials

1. Drafting paper (underlay craft paper)
2. Tag paper for hard patterns
3. Paper racks
4. Weights
5. Transparent tape
6. Dress forms
7. Paper shears

I. Sewing Machine Equipment

1. Sewing machine
2. Needles
3. Thread
4. Bobbins
5. Machine Accessories for special tasks

    a. Staright - stitch plate and foot
    b. Zig zag plate and foot
    c. Zipper foot
    d. Seam guide
    e. Blindstitch hem foot
    f. Roll hem foot
    g. Even feed foot
    h. Button foot
    i. Overedge foot

6. Machine oil
7. Cleaning brush
8. Screw driver - regular
9. Screw driver for tension screw
10. Manual
11. Sewing machine covers

J. Other Equipment

1. Chalk boards
2. Bulletin boards
3. Storage racks and hangers for tools, equipment and supplies
4. Storage bins or lockers for students
5. Slide projector
6. Projector screen
7. Washer and dryer

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1. Armstrong, Helen Joseph. Pattern Making for Fashion Design. New York: Harper and Row, Publishers, Inc., 1987.

2. Bancroft, Vivian Starck. It's So, Sew Easy. Second (ed.) Minneapolis, Minnesota: Burgess Publishing Company, 1970.

3. Chamberlain, Valerie. Teen Guide. Sixth (ed.) New York: Webster Division McGraw-Hill Book Company, 1985.

4. Creative Living. Teacher's Annotated Edition Third (ed.) Peoria, Illinois: Bennett and McNight Publishing Company, 1985.

5. Faiola, Theodora. The McGraw Guide to Clothing. New York: Webster Division McGraw-Hill Book Company, 1982.

6. Lyle, Dorothy S. Contemporary Clothing. Peoria, Illinois: Bennett Publishing Company, 1983.

7. Reader's Digest. Complete Guide to Needlework. Pleasatville, New York: The Reader's Digest Association, Inc., 1979.

8. Reader's Digest. Complete guide to Sewing. Pleasatville, New York: The Reader's Digest Association, Inc., 1976.

9. Singer Company. Clothing Care and Repair. Minnetonka, Minnesota: Cy DeCosse Inc., 1985.

10. Singer Company. Sewing Essentials. Minnetonka, Minnesota: Cy Decosse Inc., 1984.

11. Singer Company. Sewing Perfect Kit. Minnetonka, Minnesota: Cy DeCosse Inc., 1986.

12. Singer Company. Sewing Specialty Fabrics. Minnetonka, Minnesota: Cy DeCosse Inc., 1986.

13. Vogue Sewing. New York: Harper and Row, Publishers, 1982.